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ABSTRACT

A community mental health clinic designed to function also as an inservice training agent for beginning public school teachers is described. The clinic's philosophy is based on the psychoanalytic model and its educational program was planned to serve parents and teachers, particularly those of young children. Area schools came to welcome and expect help from the community. At present 16 elementary school districts, three secondary school districts as well as nursery schools are served. Service is provided in the form of a series of group, grade level meetings and building consultation days. The Title III E.S.E.A. program at Wilmette, Illinois is described. This is an inservice program for beginning teachers. Some evaluation of the work is also presented. (Author/SK)

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48TH ANNUAL MEETING

MARCH 21-24, 1971

AMERICAN ORTHOPSYCHIATRIC ASSOCIATION

ALICEROSE BARMAN, M.A. - ASSOCIATE DIRECTOR IN CHARGE OF EDUCATION
NORTH SHORE MENTAL HEALTH ASSOCIATION - IRENE JOSSELYN CLINIC

MONDAY, MARCH 22, 1971

9:00 - 12:00 A.M.

405 CENTRAL
NORTHFIELD, ILLINOIS 60093

The paper tells of the contribution made by a community mental health clinic to the in-service training of beginning public school teachers, through a series of group, grade level meetings and through building consultation days, as part of a Title III E.S.E.A. program in Wilmette, Illinois. It also attempts to evaluate the work.

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HOW CAN A COMMUNITY CLINIC SERVE BEGINNING PUBLIC SCHOOL TEACHERS?

When the Preliminary Program for this 48th Annual Meeting of Ortho appeared in my mail box, I turned to all the pages listed in the index under "School Mental Health" - all nine of them. Feeling only slightly rejected at not seeing this paper listed there, I leafed through the ten pages devoted to "Community Mental Health Programs" - after all, anything comes under that classification. Now feeling slightly more rejected, I began to tell myself that I did not want to come to Washington anyway - somewhere warmer would be more relaxing. Then my eye caught a title of "Education" on Page 13. There was the listing; the paper hadn't been rejected after all, just labeled "education". I had really thought of the work I am doing with the Wilmette, Illinois, Public Schools as a contribution to school mental health and hence to community mental health and being listed under "Education" came as a small shock. But the index-makers were correct: it is education, it is education for teachers and hopefully will help teachers educate children with more feeling, positive feeling, that is; and hopefully that will improve community mental health a little bit in Wilmette now and in whatever communities these teachers and those they teach may live in later. Having thus struggled through an identity problem engendered by index-makers, let me describe briefly, first the Community Clinic under whose aegis the work is being done, then the public school system involved, then the project itself; some results which are now observable, and our hopes for the future.

DESCRIPTION OF THE COMMUNITY CLINIC:

The North Shore Mental Health Association was founded twenty years ago by a small group of citizens. They questioned internists, pediatricians, clergymen, school administrators and family service agency directors to see if there was a need for a low-cost community psychiatric clinic. The answer was "yes" and they set out to collect money to open such a clinic to serve four villages in the North Shore suburban area outside of Chicago.

This was then an area with a small population and most of it in a fairly high socio-economic level. The Clinic was opened in 1951 in three tiny rooms donated by the Highland Park (Illinois) Hospital; the staff consisted of one part-time medical director, Irene Josselyn, M.D., whose dream this organization had been, one social worker and one psychologist. It now serves nine villages with a population of 166,597 and has a staff of twenty-one professionals, most of whom are part-time, equalling approximately ten full time workers, in our own building.

The Constitution of the NSMHA stated that the organization should have two purposes; one to operate a low-cost psychiatric Clinic offering diagnosis and treatment to children and adults and the second to operate a program of community mental health education for the area served. For the first three or four years of its life, no program of mental health education existed. Indeed, no one was very sure what that term meant. There was no staff member whose duties included planning or implementing such a program. In 1956 an Executive Secretary for the Association was hired. She was a trained social worker who had worked in a parent education role in a Chicago-based agency for nearly ten years. She had administrative and public relations duties and also initiated various mental health education programs. Through speaking engagements she made the Clinic and Association name and services well known throughout the area served. When she left the organization approximately twelve years ago, there was concern and philosophical disagreement within the Board as to whether or not they did indeed wish to sponsor a mental health education program. By then the NSMHA had for several years been one of Illinois' grant-in-aid Clinics, which means that a certain portion of its financing was assumed by the State of Illinois Department of Mental Health on a deficit financing basis with certain requirements for service which are irrelevant to the purposes of this paper. What

was relevant was that the State was encouraging clinics to perform mental health education tasks, though these were very differently defined in different clinics throughout the State. (Indeed many are only now adding mental health educators to their staffs.) After much soul-searching the Board decided to employ someone to continue this work. I took the position eleven years ago, but the ambivalence of the Board was reflected in the fact that my title was "Director of Association Affairs". At the end of that year I expressed my opinion that this sounded somehow illicit and adultrous and that, more seriously, I was an educator, I wished to remain one and to have a title which reflected the sort of program I wished to initiate. At the same time, Dr. Josselyn left the community - though she had earlier left the staff - and moved to Arizona. The name of the Clinic was changed to the Irene Josselyn Clinic - of the North Shore Mental Health Association - creating some confusion in the realm of public information - and creating some distinction between clinical services of the Clinic and educational and administrative services of the Association. Since the Clinic's philosophy was based on the psycho-analytic model, it seemed appropriate to plan an educational program whose goal was to serve parents and teachers, particularly parents and teachers of young children. With necessary additions and flexibility to meet community needs and changing times, this plan has been and is still being followed.

As every job description is influenced - and indeed sometimes written - by the person who holds it, the position of Mental Health Educator was somewhat defined by my past experience, training and competence, although programs were and are approved by the Medical Director who is the chief administrative officer and by the Board of Directors. The years went by and demands for talks to Teachers' Institute Days and to faculty meetings were numerous, as were requests for consultation around particular problems

in particular schools. These were not focused on a child in treatment at the Clinic but on more general issues. One school contracted for my services as a consultant one day a week one year, another for a day a month for two years, and another for a day a week another year. Our goal was to demonstrate the advantages of having such service available with the hope that the schools would then add to their own staffs those able to give it. In some cases the hope was realized. A course, "Mental Health in Classroom and Corridor", was given first in 1963; its success led to a school administrator's seminar which lasted for five years and to ongoing yearly courses entitled "Psychodynamics of the Classroom" given separately for grade school teachers and junior high school teachers. This is all by way of saying that the schools of the area came to welcome and expect help and participation from their local community Clinic. There are sixteen elementary school districts in the nine villages served, and three secondary school districts, as well as many nursery schools which we serve through a Nursery School Teachers' Workshop, now in its sixteenth year of existence. Some of these districts use our services a great deal, a few not at all. The larger, more sophisticated districts tend to use our services more than do the smaller ones.

DESCRIPTION OF THE SCHOOL DISTRICT PROGRAM:

One of these larger districts is the Wilmette Public Schools, District #39. Wilmette is a village of 33,000 residents; 4,804 children are enrolled in its schools this year; 4,865 last year and 4,943 the year before that. In 1968 it initiated a program for beginning teachers, supported by Funds provided under Title III, E.S.E.A., P.L. 89-10 for a period of time from July, 1968 - June, 1971, called "An Individualized Approach to In-Service Education". During its first year the Curriculum Director served also as the Director of the Program for Beginning Teachers, with a part-time assistant. During the second year there were two part-time

assistants; one to work on the program for first year teachers, one on the program for second year teachers, under the direction of the erstwhile curriculum director, now the Director of Instructional Services. The program enjoys enthusiastic support of the Superintendent and staff. This year one person has full-time responsibility for the program.

In the leaflet describing the entire Title III program it is defined in the following way:

NEW DIRECTIONS FOR IN-SERVICE EDUCATION

Bridging the gap between teacher preparation and the reality of the first year of teaching:

- Respecting beginning teachers as professional teachers in search of knowledge which will make them more highly skilled.
- Continuous feedback, both formal and informal surveys, providing the input necessary for a viable program.

Individualizing the approach to in-service to satisfy the expressed needs of beginning teachers:

- In-service for teachers based upon the significant learning experiences known to be most effective which involves teachers.

Assisting in making decisions concerning additional training and graduate work:

- Respecting beginning teachers as professional staff in search of knowledge which will make them more highly skilled and perceptive to children's needs.

Providing a comprehensive orientation to the school, the district, and the community:

- Establishing a setting for open communication between people, administration, teachers, pupils, and community, as well as between schools, departments, and organizations.

IMPLEMENTING THE PROGRAM

A TEAM APPROACH: Helping Teachers and Adviser-Consultants

The Helping Teacher provides support to first year teachers on immediate needs.

An Adviser-consultant assigned to each second and third year teacher provides advice on professional growth and training.

Central Administration initiates career development seminars and conferences.

The Building Principal coordinates the resources available with the aid of the project director and assistant directors.

ORIENTATION PROGRAM

Five day pre-service workshop in August.

Survey of teacher needs given to determine direction of in-service.

RELEASED TIME

A maximum of eight half-days of released time provides each teacher each year for three years with an opportunity to visit model or demonstration programs in the area, to observe classrooms or programs within the district, and to attend workshops or seminars sponsored by the project staff or other agencies. Teachers attend a series of mental health workshops focusing on teacher-pupil relationships. Substitutes are secured by building principals and paid from Title III funds.

RESOURCE PERSONNEL INVOLVED

A variety of resource people have been used to implement the project. Based upon teacher requested needs, the following types of specialists were secured: mathematics consultants, reading experts, child growth and development personnel, teacher training educators, leadership trainers, science consultants, elementary and junior high school administrators, language arts specialist, creative dramatics coordinators, art and music personnel, special services leaders, physical education specialists, and mental health experts. Resource personnel were drawn from a large sphere of sources available in the area.

GRADUATE COURSES

Requested courses have been offered in conjunction with Northeastern Illinois State College in Wilmette as a convenience to teachers in Wilmette.

This paper describes only one aspect of the entire Title III program, the part in which I was involved.

During the first year I met three times with the Junior Kindergarten through third grade teachers, three times with the fourth, fifth and sixth grade teachers and three times with the Junior High School teachers. These meetings were planned after the school year began and because of difficulty in fitting them into my schedule, were at irregular intervals. That year there were 86 Title III teachers; 61 of them participated in these workshops - which were only one aspect of the entire program. Some student teachers have also attended. When the three sessions with the Junior High teachers were completed, they requested and we held an eight-session after-school series for all Junior High teachers in the District, outside of the Title III parameter.

For the first two years, sessions with first year teachers were taped so that absentees could listen if they chose to. The school district pays the Mental Health Association for my services.

Work for the second year was on a much more organized basis. In September of 1969 a plan was made for the entire year for the workshops with beginning teachers. There were three mornings scheduled with Junior High School teachers, three with Intermediate grade teachers and three with primary grade teachers. Attendance was not required. Fifty-four of eighty eligible teachers signed up. Because the teachers came from a wide variety of teacher training institutions and had had very differing amounts and kinds of academic training in child development and psychology, there was some trouble in deciding upon "course content". There were many times when I had made careful plans about what kind of material I was going to present only to find that a burning issue in one of the schools or grade levels, or even in the experience of one teacher, was occupying the attention of the group, and my planned presentation was never used, although it often was utilized at some other later date. Other times the material I presented served as a stimulus to discussion of immediate problems which were occurring in their teaching experience. Although the topics I used varied from group to group and from year to year, I did find that almost none of these beginning teachers had a full understanding of Erikson's theory of personality development. In almost every group this was found to be extremely useful. It was a new concept for them to look at a child who was troubled or troubling and to try to discover at which phase the child's development might have been less than optimal, to ask, "what does he need - renewed sense of trust, a great thrust toward autonomy, more opportunity to exercise his own initiative, a greater sense of accomplishment?" The most frequently asked general question was, "So if there was

a problem then, is it all lost; as a teacher is there anything I can do to help the child?" Practical suggestions from me and from the members with guidance from me as to how to tie up the present situation with the teacher's hunch as to what was lacking in the child's earlier life seemed useful. Other material covered was the contributions which psychoanalytic thought can make to education, as set forth in "Mental Health in Classroom and Corridor", by this author, published in 1968 by the Western Publishing Co., New York. During the second year in particular, I used simple material on ego development and defense mechanisms, always stressing the point that we were talking about our ego development, our defense mechanisms as well as those of children, parents of children, and administrators. Dr. Rudolf Ekstein's theory that children go from learning for love to love of learning was an exciting one to the teachers.

I intentionally attempted throughout to put across the following non-didactic concepts:

1. No one is trying to teach you to become a therapist. Being a good teacher is a difficult enough task.
2. Understanding the reasons for a child's behavior is useful - though you will never know all about it - it does not mean you can always do something about it either.
3. Teaching is group work. No matter how much time you spend on individual children, the good of the whole class must be considered first. Schools are not therapeutic centers, though good education is therapeutic.
4. Understanding your own feelings is important; being honest about them with children often improves classroom climate.
5. You should have recreation and a full life outside the classroom; a teacher becomes "stale" from over "dedication."
6. When you have done all you can do to help a child and further progress is impeded by lack of family cooperation or by administrative bias, you may be frustrated; you should not feel guilty.

I realize that these admonitions are not applicable in many situations. In this area where an excellent calibre of beginner is attracted by the District's reputation and they are often over-involved and

over-idealistic, I feel them to be appropriate.

The Junior High School teachers had various topics of concern which differed from those of their grade school colleagues. These included: methods of evaluating students' work, defining age adequate behavior, interpreting reality to children who live in a suburban ghetto, drug use, handling the students' sexuality, how to make referrals, subtle early symptoms of disturbance and how a teacher should handle them, how to help early adolescents struggle with value choices, the inconsistency of a child's behavior from one class and one teacher to another.

All teachers had some concerns about lack of meaningful communications with therapists treating their students. There were some concerns, but not too many, about the school administration itself, as is to be expected in any organization.

This year the second year teachers have brought up their own feelings of loneliness and hostility. I believe this is due to a general air of gloom which has resulted from the loss of two tax referenda held in the District. These losses mean there will be many cutbacks in programs and special services and class size will be increased. Then too, it is a known fact that this is the last year for Title III and there is some pre-demise mourning for that.

Mechanics of operating the group were important. Since the meetings were held from nine to eleven-thirty in the morning, I was wide awake, the teachers were wide awake. In my more cynical moments I have wondered if this is the sole difference between the great degree of success and enthusiastic but wearier interest shown in many after-school groups. Most in-service education for teachers is given at 3:45 P.M. or at 6:00 or 8:00 in the evening. Just coming to a meeting rested means a great deal. Each time I walked into the Clinic office beaming, my co-workers would say, "Well, she's been in Wilmette again." And they were right.

The sense of really shared communication, of a job well done, of opening doors to young teachers to materials which I wished I had known more about when I was a young teacher, all of these were exhilarating to me.

This brings us to the question of who should do this sort of work. With few exceptions, psychiatrists have been unsuccessful with this kind of endeavor, at least in our experience in our geographical area. While they know a great deal more about psychodynamics than I do, this very plethora of knowledge sometimes stands in the way of their communicating it to teachers. It is difficult for them to remember that their trade language is not the same as the teachers' trade language. They are accustomed, as are most psychologists and psychiatric social workers, to working in a one-to-one situation focused on the particular problems of the individual client or patient. Usually these are personal emotional problems with only ancillary relationships to the person's vocational skills. Also, often, their area of expertise and their training and their lives have been focused on helping the ill, on psychopathology rather than on normalcy. Many well trained child psychiatrists never were enrolled in a course in normal child development. Almost none has ever faced a classroom, unless it was a classroom of psychiatric residents, already highly motivated toward success in their chosen profession. Some too underestimate the positive skills, knowledge, and devotion of the teachers. Teachers often feel "put down" by many psychiatrists and social workers.

There is also the fact that the psychoanalytic model slides in and out of favor. In our area, at this time, it is slightly out of favor, for many reasons which are not within the scope of this paper to investigate, the most important being the current interest in behavior modification. There have been times when I have been asked to talk to teachers and told, "You're slightly tarred with the psychiatric brush, since you

work at the Clinic, but not as much so as the psychiatrists, so won't you please play it down?" I am not agreeing with this kind of thought - I've learned most of what I teach from psychiatrists - I am only saying that educators seem to wish, in part at least, that their teachers be educated by educators. They want some emphasis on the normal. They want someone to talk to their teachers who can relate to them with the empathy of having once been in that classroom spot himself. When I can say, "When I taught third grade, I had a little boy who ...", or, "When I was a high school guidance counselor, we saw this happen", there is almost a visible sigh and a settling back into relaxation which says - and which is often verbalized - "Well, at least she knows what we are talking about." I have often been asked by teachers what my training and experience has been. Thus, for anyone wishing to do on-going in-service education with teachers, especially with new teachers, it is my opinion that this person should have had teaching experience, even if only a little. It enables the educator to have real empathy for problems confronted in the classroom, for him to remember and have a primitive visceral feeling about the joys and frustrations, the despair and the pleasure which certain classroom situations can bring.

For new teachers, I also think being a "mother figure" is somewhat of a plus, though certainly not a necessity. Many young teachers have between June and September graduated from college, gotten married, moved to a new place where their brand new husbands have brand new jobs. The vow is to love, honor, and relocate. They rent a brand new apartment or take out a heavy mortgage on a house. They experiment with this and that cookbook, this and that supermarket and this or that method of birth control. Their friends are scattered and once the Welcome Wagon departs, they are left facing each other and a multiplicity of new emotional

needs. Since she (the typical new teacher is a she) is busy working all day, there is little time to make friendships except within the group of her co-workers. Sometimes these friendships are entered into too precipitously, the quick disillusionment makes for further inter-personal complications within the school system. If "she" does not have a new marriage, she may be living in the parental home, which means mother still performs some of the housekeeping chores and she is not left feeling so harrassed and hurried, but she does, unless promising dating material is on the scene, worry about who she is going to date, if and when, or ever. This is particularly true in suburbs like the one I am discussing, which are lovely places for families but rather poor hunting grounds for social life for young single adults. Of course, a few of the shes are hes - particularly in positions as Physical Ed teachers and increasingly in almost every subject on the junior high school level, but few below that. A few other of the shes are middle aged women who have dusted off their old teachers' certificate or gone back to college to get the required educational credits and work among other more idealistic reasons to help pay the bills for their own youngsters to go to college. They have problems of entry or re-entry and pressures of performing heavy tasks both at home and at school and of balancing these two sets of heavy responsibilities.

My experience has been that the young teachers look to me as a mother figure who isn't mothering them but might be able to if it were necessary and that the middle aged women offer conspiratorial smiles as if to say, "Well, they'll live through it too, even as we did". The younger teachers often find the stability of life style and the plain experience in living something of a bonus in their relationships with their co-workers who are "new" teachers but "old" mothers. As one once said to me, "Well, you've survived!"

CHANGES FOR THE LAST YEAR OF THE PROGRAM:

At the end of the second year, the two part-time directors of the Title III program left Title III, one having earned his Ph.D. degree and gone on to a college teaching position, and one returning to the classroom. A young man was hired to operate the entire program. I had met in early summer with the Superintendent and Director of Instructional Services to block out the time they would want this year so that I could "save" it, in preparing the rest of my program. It was agreed that I should spend every Thursday morning in the District and that details would be worked out in August when the new Title III Director arrived. At that time, we had a meeting and the program which is Appendix 2 to this paper was worked out. The basic difference between this and the last year's program was that this year's allowed for visiting days within the school buildings. This addition grew out of the teachers' requests. They would say, "But I wish you could see how exciting it is to work in a multi-age group", or, "If you could only see Johnnie, you could really know how he affects me". (I will discuss these school visits later).

For the first time, this year a planning meeting was held with the principals. Discussion was lively and centered around these points:

1. The earlier I could come and get acquainted, the better it would be.
2. The larger schools wanted more consultation time than the smaller schools; indeed, many felt they could use a day a week.
3. Should priorities of the District as a whole come before priorities of giving equal time to schools? Some principals already felt that crisis situations were building; could I try to work on those first; months from now might be useless.
4. Should group meetings with third year teachers be cut off? The feedback given by the principals was that they want it the most and would resent this. (The final program gives them only one group meeting at each level.)
5. The need for flexibility. Older teachers, teachers on tenure, often want some help too; could this be worked out? Title III

funds will not be available next year. There was hope that this program or a similar one could be continued with "regular" funds. (At this writing, this is not decided; defeat of two referenda has made it necessary to cut back spending rather than increase it or even to stand still.)

6. The decision was made that if needed, as it did prove true, I could add some Friday mornings to the schedule.

As Appendix II shows, this year the first year Primary and Junior High teachers had three meetings. There were no first year Intermediate teachers. The second year teachers had two meetings and the third year teachers only one. As of January 28, 1971, thirty-six of fifty eligible teachers had participated; more will participate between now and June. First year Primary and Intermediate groups which have both completed the scheduled three sessions have asked for an additional one or more. This was done to allow time for the consultation days in the buildings. A Principals' Evaluation Session will be held close to the end of the school year.

EVALUATION OF THE GROUP MEETINGS:

Appendix I contains summaries of the Survey Questionnaire for first year Intermediate and Junior High groups. These summaries were sent out by the Assistant Project Director, returned to her, and the summaries sent to me. It also contains the same type of summary for beginning groups in the three levels for the second year.

There are no summaries or evaluations for the Primary, Intermediate and Junior High second year groups, as the assistant project director in charge of those groups at that time did not request any or leave any evaluatory material when he left the District.

The Appendix also contains Summaries of the groups of first year Primary teachers and First Year Junior High teachers for this year, the same form being used. These are the only evaluations available at this date for this year's still unfinished work.

As can be noted general comments were requested at the end of the form and many teachers used this space. Following are a sample of their typed comments; positive reactions outnumbered negative ones.

FROM JUNIOR HIGH TEACHERS:

"Every Junior High teacher should be exposed to Mrs. Barman's knowledge".

"The small group seminar type atmosphere of the workshop was conducive to discussing personal concerns with an expert".

"In general the workshops applied more to classroom teachers than to P.E. Mrs. Barman is a very good speaker and was very interesting".

"Mrs. Barman's workshops were valuable in that they provided us with information which was applicable in our classroom. Most valuable of Title III Program".

"More classroom situations would be helpful".

"The workshops were excellent; I like the small informal meeting so she could react to our comments and we felt free to discuss".

"Very helpful; could we plan some more"?

"Quite valuable"

"We can't have enough contact with this person. Morning sessions and small groups were ideal. This project is in-service training at its best".

"Mrs. Barman guided us into some very relevant discussions. These workshops are worthwhile and I wish they could have lasted longer".

"I attended two sessions of Mrs. Barman's workshop. Both were informative and presented ideas that could be implemented in the classroom. The emphasis on discipline problems and working with positive and negative actions in the classroom was very helpful for a beginning teacher. I am looking forward to working with Mrs. Barman on an individual basis later in the year".

"Workshop - As school nurse I feel that I learned a great deal about how and why certain children react in the various ways that they do. These workshops were very valuable to me in that I was able to see the psychological aspects of the child that visits the nurse's office frequently".

"Mrs. Barman has influenced my reactions to children and my relationships with students in the following ways:

1. Made me more sensitive to children's anxieties and needs. (Today on a literature paper - I found a possible "cry" for help).
2. Made me more aware of children's differences.
3. Given practical advice in specific situations".

"The 3 session Title III Seminar for Junior High teachers was invaluable in understanding the psychology of the early adolescent. There is so little done in schools of education to prepare teachers for the Junior High aged child. The timing of the Seminars was excellent. In our 1st year of teaching after a month or two of experience the Seminars were very helpful".

"I found this very helpful as two years ago was my first year at the Junior High level. This is a very unique age. I think that the most helpful thing was a general discussion of certain critical areas of Junior High - adolescence, characteristics of, problem areas, specific helps - then a general open discussion for everyone".

"I attended Mrs. Barman's workshop as a student teacher and now as a first-year teacher. I have found the information very helpful and applicable to my classroom; i.e. How to handle the hyperactive student, the outspoken student and positive and negative actions in the classroom. I am looking forward to working further with Mrs. Barman".

"Mrs. Barman's Seminars have been most helpful to me. In describing "normal" pre-adolescent behavior, she helped me to identify abnormal behavior and to feel more comfortable in accepting the idiosyncracies of normal pre-adolescents. The sessions in which Mrs. Barman presented information were beneficial, as were those which were open discussions of specific situations. I have used some of the techniques discussed in the seminars and they've worked! One of the most important things I've learned is to keep my sense of humor intact!"

"Mrs. Barman has the unusual ability of talking with teachers and not to them. Although her information sessions were excellent because they usually hit on some situation that would apply to each teacher, her meetings based on individual cases encountered by teachers were especially well received. Mrs. Barman comes across as a very human, understanding, professional. The teacher feels as if he can talk to her about any problem and find a sympathetic hearing, followed by some "action" suggestions. She's a treat for a meeting!"

"I've enjoyed and profited from the numerous (discussion) meetings that I've attended. Her practical advice and support have helped me greatly with my teaching. Specifically, she has helped me with identifying the problems that Junior High students have and what should be my role in dealing with their problems. In addition, she has helped me identify possible emotionally disturbed children. Finally, her explanation of the development of my students has helped me to adjust my classroom techniques and material to notch them to the students' needs".

FROM PRIMARY TEACHERS:

"I enjoyed the workshops. I found them to be most informative and practical".

"I thought the workshops were excellent in all aspects. I wish there were more".

"Mrs. Barman is outstanding! She makes one feel that although one can try every approach, some problems are beyond our training to solve. I was impressed with the good common sense along with the scientific aspects of children".

"Excellent. At the beginning of next year, I think it would be a good idea to have new teachers introduced to the procedures involved in referrals, by our special staff, and then the community services available. This would be a great introduction to Mrs. Barman's in-service sessions".

"Helpful information at first two".

"I found them informative and interesting".

"Mrs. Barman's workshops were excellent as they were not lectures but discussions in a relaxed manner".

"For me, the workshops decreased in quality as Mrs. Barman had less opportunity to talk as the teachers sought her advice on individual problems in their classrooms".

FROM INTERMEDIATE TEACHERS:

"It was valuable, mostly to have someone to whom feelings could be expressed and receive Mrs. Barman's as well as group member's attitudes and feelings".

"The sessions were basically a review of college courses. I wanted more new insights on child personality and how to work with problem children".

"Very good. Enlightening. It was good to have a detailed review of the stages of child development and how each stage affects the child later in life. I feel that I understand some of my "problem" students. Mrs. Barman made me feel as if I, as a teacher, am also human and my personality cannot be expected at all times to be able to

deal well with all students and their particular personality and behavioral problems".

"Excellent experience. Gained new insights and shared viewpoints and experiences were valuable. The last workshop left a flat feeling; perhaps because the sessions were over".

"Mrs. Barman's counsel is very practical. Her presentations are excellent. The last session was not as stimulating as the first two. I believe we could profit from future meetings with her".

"Would have preferred less emphasis on theory and more on specific classroom problems".

"It's hard to distinguish one session from another. In general, the sessions were excellent, well organized, and geared to our interests. It would have been nice to have copies of her presentation".

"I would have liked an outline of main points. Mrs. Barman's organization of the subjects provides a useful tool in itself".

"Mrs. Barman's approach is realistic and refreshing; in addition, she gave us good factual information and insight into child development".

"Most of the information was known and for me not too much was related to my situation".

"She's an interesting and enlightening person. Enjoyed her "company".

"This was one of the most worthwhile experiences outside of the classroom; each of us was able to state different problems and learn".

"This might have been more effective for others who attended, but I had this type of psychology in college and it was at best a refresher".

"Everything Mrs. Barman talked about gave me insight into children's behavior".

"Excellent; easy to talk, discusses things on your own level, tells you when you're wrong; a good ego builder".

"Would be interested in having another workshop if possible to arrange it".

"Mrs. Barman made everything very easy to understand, very interesting and applicable to our own classroom situations. She is very interested in our own individual problems and tried to help us out. I enjoyed it very much".

"A beginning teacher always has many problems and when someone can sympathize and give logical, constructive, useful help in solving these hurdles, the problem can diminish. Mrs. Barman is this someone. I only hope we can meet again".

"I had completed 33 hours of psych on the undergraduate level before entering this workshop. Felt it too closely resembled an introduction to psychology course. Disappointed in her Freudian orientation. I feel the behaviorial approach is more practical".

"The workshops were very beneficial. I am more aware of the possible explanations for the behavior of some of my students, but the workshops were set up close together and at a time when open house, parent conferences and other activities were also going on, so I felt I was out of the classroom too often".

"The material wasn't relevant to my situation". (From a learning resource teacher)

Obviously, the generally approving tone of the evaluations pleases me. Since all teachers involved did not respond, one wonders if those who were more critical didn't return the questionnaires. As one always finds in such evaluations, one man's meat is another man's poison. Some prefer presentation, some discussion, most like a combination.

Three things come through very clearly. One is that beginning teachers want theoretical material only if it can be translated into useful classroom procedures. (I find this not to be true in college classes I teach, where more experienced teachers are enrolled. They often enjoy purely intellectual and philosophical exercise for its own sake). Another is the need new teachers have to relate in a trusting fashion to an accepting person who is outside the administrative hierarchy of the system itself. The third is that different people "hear" the same material differently, as it is sifted through the sieve of their own needs, and as transference problems enter in.

The perennial problem of preventing domination of group discussion by a few articulate members was apparent in these groups as it is in all groups.

In addition to the evaluations made by the school, I wrote to the principals a few months ago to ask for their reactions, in preparation for writing this paper. Their responses added little and so will not be repeated. However, one significant remark was made to the effect that now Title III teachers felt "left out" and she hoped such opportunities could be made available to all teachers.

The suggestions also lead me to believe that "special area" teachers might be given more leeway as to participation, as with few exceptions the workshops seemed of little value to them. A "pretest" might also be valuable to "sort out" those who felt the need for more advanced material. However, the voluntary aspect of this program meant that any of these individuals could have dropped out after a first unsatisfactory experience had they chosen to do so.

DISTRICT CONSULTATION DAYS:

This is the aspect of the program which is new this year; at this writing it is approximately half completed. I have been to each school once and to two schools twice. There are no evaluations available from either teachers or principals. The Title III Director is charged with making a complete evaluation of the entire program, in which I assume such judgments will be made. The outstanding phenomena is an obvious one. Such visiting days are much more workable in the Junior High Schools. There, teachers have "free periods" and can use this time for consultation. They have signed up for appointments at twenty minute intervals during my visits and discussed such matters as students' "crushes" on teachers, obscenity and provocative language, how global social problems are affecting students, cliques and group scapegoating of individuals, the shy and withdrawn child, worry as to whether children are experimenting with drugs, the use of electives such as typing as "dumping grounds" for disturbing and non-achieving students. There was much discussion

of discipline - why, how much, to what ends. Non-classroom problems included difficulty in working with parents - a common problem with young teachers who wish to be professionally dignified but have had little or no experience or even training in working with adults; this suggests an area which teacher training institutions might explore. Personal problems including vocational planning, feelings of competitiveness and concern over being judged, depression over failure and others were also brought up. (It should be remembered that any teacher was welcome to participate in these days; not just Title III teachers).

One elementary school was liberally supplied with practice teachers and thus in that building those teachers too had free time to make appointments. They brought up many difficult cases of real emotional disturbance with which they needed help in classroom management, referral, and just pure support, handling children with learning disabilities in the regular classroom setting, the question of "mothering" children at times of stress in their lives, and personal problems.

In those grade schools where there was difficulty in a teacher leaving a class, I did much visiting, during which I learned a great deal about the working situation and observed the teachers; this was helpful in our discussions in the group meeting. Some appointments could be made during recess or gym period or when the principal was willing to take over the class while I met with a teacher. There were some visits to observe a particular child and discuss him with the teacher later. There was some consultation with principals themselves over organizational and personnel problems.

By no stretch of the imagination could this be considered thorough, definitive work. There was some opportunity to present a fresh point of view, suggest a heretofore unknown resource for further help, support the teacher, or merely give the luxury of ventilation. Ideally, of course,

such help should be available on an ongoing basis with much more time available. Some of this kind of effort is done by school social workers and psychologists but their load of direct work with children is usually too great to allow for this. This experience and that with the groups themselves, as well as many other encounters with teachers I have had in other systems, leads me to believe that a counselor for teachers would be a staff addition from which many rewards could be reaped.

CONCLUSION:

When the dignity of the school as an institution and its teachers as professionals is considered and when careful planning is done, schools and clinics can learn a great deal from one another. Beginning teachers in particular need and can profit by help coming from outside their own system; such programming reduces the attrition rate and helps keep promising young people within the profession. The mental health benefits to the community are obvious. Surely there are other approaches to this goal; this paper has merely described one such effort which the school and the clinic consider exciting and rewarding; I only regret that the personal excitement cannot be fully transcribed on to paper. I do wish to emphasize that in a profession largely concerned with systems, techniques and results, any effort which focuses on the personal dignity, worth and importance of the individual, is an effort worth making.

AB:rv
2-15-71

APPENDIX I

WILMETTE PUBLIC SCHOOLS
615 Locust Road
Wilmette, Illinois

SUMMARY

December 17, 1968

TO: Participants in Mrs. Barman's Workshops

FROM: Kathy James, Assistant Project Director

Project for Beginning Teachers, ESEA Title III

Survey Questionnaire for Mrs. Barman's Workshops on Adolescent Psychology

First Workshop - October 24th - 9:00 - 11:30 a.m.

	8	4	0	0
	Excellent	Good	Fair	Poor
1. How would you rate the session?				
2. Did you gain some new insights into the psychology of adolescence?			<u>YES</u> 12	<u>NO</u> 0
3. Was the insight gained applicable to classroom use?			10	2
4. Was the opportunity available to express your own concerns in working with adolescents?			11	1
5. Did the workshop live up to your expectations?			12	0

Second Workshop - November 22nd - 9:00-11:30 a.m.

	7	5	1	0
	Excellent	Good	Fair	Poor
1. How would you rate the session?				
2. Did you gain some new insights into the psychology of adolescence?			<u>YES</u> 11	<u>NO</u> 1
3. Was the insight gained applicable to classroom use?			11	2
4. Was the opportunity available to express your own concerns in working with adolescents?			13	0
5. Did the workshop live up to your expectations?			11	2

Third Workshop - December 5th - 9:00 - 11:30 a.m.

	9	4	0	0
	Excellent	Good	Fair	Poor
1. How would you rate the session?				
2. Did you gain some new insights into the psychology of adolescence?			<u>YES</u> 13	<u>NO</u> 0
3. Was the insight gained applicable to classroom use?			12	1
4. Was the opportunity available to express your own concerns in working with adolescents?			13	0
5. Did the workshop live up to your expectations?			12	1

WILMETTE PUBLIC SCHOOLS
615 Locust Road
Wilmette, Illinois

SUMMARY

April 23, 1969

TO: Participants in Mrs. Barman's Workshops - Primary Sessions

FROM: Kathy James, Assistant Project Director

Project for Beginning Teachers, ESEA, Title III

Survey Questionnaire for Mrs. Barman's Workshops on Child Psychology

First Workshop - February 13th - 9:00 - 11:30 a.m. Excellent Good Fair Poor

- | | | | | |
|---|---|---|------------------|----------------|
| 1. How would you rate the session? | 7 | 6 | 3 | 1 |
| 2. Did you gain some new insights into child psychology? | | | <u>YES</u>
14 | <u>NO</u>
3 |
| 3. Was the insight gained applicable to classroom use? | | | 11 | 5 |
| 4. Was the opportunity available to express your own concerns in working with children? | | | 14 | 1 |
| 5. Did the workshop live up to your expectations? | | | 12 | 5 |

Second Workshop - March 6th - 9:00 - 11:30 a.m. Excellent Good Fair Poor

- | | | | | |
|---|---|---|------------------|----------------|
| 1. How would you rate the session? | 8 | 6 | 2 | |
| 2. Did you gain some new insights into child psychology? | | | <u>YES</u>
13 | <u>NO</u>
3 |
| 3. Was the insight gained applicable to classroom use? | | | 13 | 3 |
| 4. Was the opportunity available to express your own concerns in working with children? | | | 14 | 1 |
| 5. Did the workshop live up to your expectations? | | | 14 | 2 |

Third Workshop - April 10th - 9:00 - 11:30 a.m. Excellent Good Fair Poor

- | | | | | |
|---|---|---|------------------|----------------|
| 1. How would you rate the session? | 7 | 2 | 3 | |
| 2. Did you gain some new insights into child psychology? | | | <u>YES</u>
11 | <u>NO</u>
2 |
| 3. Was the insight gained applicable to classroom use? | | | 9 | 2 |
| 4. Was the opportunity available to express your own concerns in working with children? | | | 13 | |
| 5. Did the workshop live up to your expectations? | | | 9 | 2 |

WILMETTE PUBLIC SCHOOLS
615 Locust Road
Wilmette, Illinois

SUMMARY
April 23, 1969

TO: Participants in Mrs. Barman's Workshops - Intermediate Sessions

FROM: Kathy James, Assistant Project Director

Project for Beginning Teachers, ESEA, Title III

Survey Questionnaire for Mrs. Barman's Workshops on Child Psychology

First Workshop - January 23rd - 9:00-11:30 a.m. Excellent Good Fair Poor

- | | | | | |
|---|---|---|------------------|----------------|
| 1. How would you rate the session? | 7 | 3 | 2 | 1 |
| 2. Did you gain some new insights into child psychology? | | | <u>YES</u>
10 | <u>NO</u>
3 |
| 3. Was the insight gained applicable to classroom use? | | | 10 | 2 |
| 4. Was the opportunity available to express your own concerns in working with children? | | | 13 | |
| 5. Did the workshop live up to your expectations? | | | 11 | 2 |

Second Workshop - February 27th - 9:00-11:30 a.m. Excellent Good Fair Poor

- | | | | | |
|---|----|--|------------------|-----------|
| 1. How would you rate the session? | 10 | | 3 | |
| 2. Did you gain some new insights into child psychology? | | | <u>YES</u>
11 | <u>NO</u> |
| 3. Was the insight gained applicable to classroom use? | | | 11 | |
| 4. Was the opportunity available to express your own concerns in working with children? | | | 11 | |
| 5. Did the workshop live up to your expectations? | | | 10 | 1 |

Third Workshop - March 13th - 9:00-11:30 a.m. Excellent Good Fair Poor

- | | | | | |
|---|----|---|-----------------|----------------|
| 1. How would you rate the session? | 10 | 3 | 3 | |
| 2. Did you gain some new insights into child psychology? | | | <u>YES</u>
9 | <u>NO</u>
1 |
| 3. Was the insight gained applicable to classroom use? | | | 9 | 1 |
| 4. Was the opportunity available to express your own concerns in working with children? | | | 10 | |
| 5. Did the workshop live up to your expectations? | | | 7 | 3 |

WILMETTE PUBLIC SCHOOLS
DEPARTMENT OF INSTRUCTIONAL SERVICES
615 LOCUST ROAD
WILMETTE, ILLINOIS 60091

TO: Participants in Mrs. Barman's Workshops - Junior High Sessions
FROM: Kathy James, Assistant Project Director

Project for Beginning Teachers, ESEA Title III

Survey Questionnaire for Mrs. Barman's Workshops on Adolescent Psychology

First Workshop - October 21st - 9:00-11:30 a.m. Excellent Good Fair Poor

- | | | | | |
|--|---|---|-----------------|----------------|
| 1. How would you rate the session? | 3 | 4 | | |
| 2. Did you gain some new insights into the psychology of adolescence? | | | <u>YES</u>
5 | <u>NO</u>
1 |
| 3. Was the insight gained applicable to classroom use? | | | 6 | |
| 4. Was the opportunity available to express your own concerns in working with adolescents? | | | 6 | |
| 5. Did the workshop live up to your expectations? | | | 6 | |

Second Workshop - October 28th - 9:00-11:30 a.m. Excellent Good Fair Poor

- | | | | | |
|--|---|---|-----------------|-----------|
| 1. How would you rate the session? | 6 | 2 | 1 | |
| 2. Did you gain some new insights into the psychology of adolescence? | | | <u>YES</u>
8 | <u>NO</u> |
| 3. Was the insight gained applicable to classroom use? | | | 7 | 1 |
| 4. Was the opportunity available to express your own concerns in working with adolescents? | | | 8 | |
| 5. Did the workshop live up to your expectations? | | | 7 | 1 |

Third Workshop - November 4th - 9:00-11:30 a.m. Excellent Good Fair Poor

- | | | | | |
|--|---|---|-----------------|----------------|
| 1. How would you rate the session? | 3 | 2 | 3 | |
| 2. Did you gain some new insights into the psychology of adolescence? | | | <u>YES</u>
5 | <u>NO</u>
1 |
| 3. Was the insight gained applicable to classroom use? | | | 4 | 2 |
| 4. Was the opportunity available to express your own concerns in working with adolescents? | | | 5 | 1 |
| 5. Did the workshop live up to your expectations? | | | 4 | 2 |

WILMETTE PUBLIC SCHOOLS
DEPARTMENT OF INSTRUCTIONAL SERVICES
615 LOCUST ROAD
WILMETTE, ILLINOIS

-5-

SUMMARY
March 20, 1970

TO: Participants in Mrs. Barman's Workshops - Intermediate Sessions

FROM: Kathy Rundle, Assistant Project Director

Project for Beginning Teachers, ESEA, Title III

Survey Questionnaire for Mrs. Barman's Workshops on Child Psychology

First Workshop - January 20th - 9:00-11:30 a.m. Excellent Good Fair Poor

- | | | | | |
|---|----|---|------------------|----------------|
| 1. How would you rate the session? | 10 | 0 | 0 | 0 |
| 2. Did you gain some new insights into child psychology? | | | <u>YES</u>
10 | <u>NO</u>
- |
| 3. Was the insight gained applicable to classroom use? | | | 10 | |
| 4. Was the opportunity available to express your own concerns in working with children? | | | 10 | - |
| 5. Did the workshop live up to your expectations? | | | 10 | - |

Second Workshop - February 24 - 9:00-11:30 a.m. Excellent Good Fair Poor

- | | | | | |
|---|----|---|------------------|----------------|
| 1. How would you rate the session? | 10 | - | - | - |
| 2. Did you gain some new insights into child psychology? | | | <u>YES</u>
10 | <u>NO</u>
- |
| 3. Was the insight gained applicable to classroom use? | | | 10 | - |
| 4. Was the opportunity available to express your own concerns in working with children? | | | 10 | - |
| 5. Did the workshop live up to your expectations | | | 10 | - |

Third Workshop - March 17th - 9:00-11:30 a.m. Excellent Good Fair Poor

- | | | | | |
|---|---|---|------------------|----------------|
| 1. How would you rate the session | 5 | 5 | - | - |
| 2. Did you gain some new insights into child psychology? | | | <u>YES</u>
10 | <u>NO</u>
- |
| 3. Was the insight gained applicable to classroom use? | | | 10 | - |
| 4. Was the opportunity available to express your own concerns in working with children? | | | 10 | - |
| 5. Did the workshop live up to your expectations? | | | 10 | - |

WILMETTE PUBLIC SCHOOLS
DEPARTMENT OF INSTRUCTIONAL SERVICES
615 LOCUST ROAD
WILMETTE, ILLINOIS

December 16, 1970

TO: Participants in Mrs. Barman's Workshops - First Year Primary Teachers
FROM: Jim Hires, Assistant Project Director

Project for Beginning Teachers, ESEA, Title III

Survey Questionnaire for Mrs. Barman's Workshops on Child Psychology

First Workshop - October 15th-9:00 - 11:30 a.m. Excellent Good Fair Poor

- | | | | | |
|---|----|------------------|----------------|---|
| 1. How would you rate the session? | 11 | 1 | 1 | |
| 2. Did you gain some new insights into child psychology? | | <u>YES</u>
11 | <u>NO</u>
1 | |
| 3. Was the insight gained applicable to classroom use? | | 11 | | 1 |
| 4. Was the opportunity available to express your own concerns in working with children? | | 11 | | |
| 5. Did the workshop live up to your expectations? | | 11 | | 1 |

Second Workshop - October 21st-9:00-11:30 a.m. Excellent Good Fair Poor

- | | | | | |
|---|---|------------------|-----------|---|
| 1. How would you rate the session? | 9 | 4 | 1 | |
| 2. Did you gain some new insights into child psychology? | | <u>YES</u>
14 | <u>NO</u> | |
| 3. Was the insight gained applicable to classroom use? | | 11 | | 1 |
| 4. Was the opportunity available to express your own concerns in working with children? | | 12 | | |
| 5. Did the workshop live up to your expectations? | | 14 | | 1 |

Third Workshop - October 29th-9:00-11:30 a.m. Excellent Good Fair Poor

- | | | | | |
|---|----|------------------|-----------|---|
| 1. How would you rate the sessions? | 10 | 3 | | |
| 2. Did you gain some new insights into child psychology? | | <u>YES</u>
12 | <u>NO</u> | |
| 3. Was the insight gained applicable to classroom use? | | 12 | | 1 |
| 4. Was the opportunity available to express your own concerns in working with children? | | 12 | | |
| 5. Did the workshop live up to your expectations? | | 12 | | 1 |

WILMETTE PUBLIC SCHOOLS
DEPARTMENT OF INSTRUCTIONAL SERVICES
615 LOCUST ROAD
WILMETTE, ILLINOIS

SUMMARY
February 10, 1970

TO: Participants in Mrs. Barman's Workshops - Primary Sessions

FROM: Kathy Rundle, Assistant Project Director

Project for Beginning Teachers, ESEA, Title III

Survey Questionnaire for Mrs. Barman's Workshops on Child Psychology

First Workshop - December 9th-9:00-11:30 a.m. Excellent Good Fair Poor

- | | | | | |
|---|---|---|-----------------|-----------|
| 1. How would you rate the session? | 5 | 1 | | |
| 2. Did you gain some new insights into child psychology? | | | <u>YES</u>
6 | <u>NO</u> |
| 3. Was the insight gained applicable to classroom use? | | | 6 | |
| 4. Was the opportunity available to express your own concerns in working with children? | | | 6 | |
| 5. Did the workshop live up to your expectations? | | | 5 | 1 |

Second Workshop-January 13th - 9:00-11:30 a.m. Excellent Good Fair Poor

- | | | | | |
|---|---|--|-----------------|-----------|
| 1. How would you rate the session? | 5 | | | |
| 2. Did you gain some new insights into child psychology? | | | <u>YES</u>
5 | <u>NO</u> |
| 3. Was the insight gained applicable to classroom use? | | | 5 | |
| 4. Was the opportunity available to express your own concerns in working with children? | | | 5 | |
| 5. Did the workshop live up to your expectations? | | | 5 | |

Third Workshop - February 10 - 9:00-11:30 a.m. Excellent Good Fair Poor

- | | | | | |
|---|---|---|------------------|-----------|
| 1. How would you rate the session? | 8 | 2 | | |
| 2. Did you gain some new insights into child psychology? | | | <u>YES</u>
10 | <u>NO</u> |
| 3. Was the insight gained applicable to classroom use? | | | 8 | 2 |
| 4. Was the opportunity available to express your own concerns in working with children? | | | 9 | 1 |
| 5. Did the workshop live up to your expectations? | | | 9 | 1 |

TO: Participants in Mrs. Barman's Workshops - First Year Junior High Teachers

FROM: Jim Hires, Assistant Project Director

Survey Questionnaire for Mrs. Barman's Workshops on Adolescent Psychology

1. How would you rate the session?	8		
2. Did you gain some new insights into adolescent psychology?		<u>YES</u> 8	<u>NO</u>
3. Was the insight gained applicable to classroom use?		8	
4. Was the opportunity available to express your own concerns in working with children?		8	
5. Did the workshop live up to your expectations?		8	

1. How would you rate the session?	9	1
2. Did you gain some new insights into adolescent psychology?		<u>YES</u> <u>NO</u> 8
3. Was the insight gained applicable to classroom use?		8
4. Was the opportunity available to express your own concerns in working with children?		8
5. Did the workshop live up to your expectations?		8

1. How would you rate the session? 8
2. Did you gain some new insights into child psychology? 8
3. Was the insight gained applicable to classroom use? 8
4. Was the opportunity available to express your own concerns in working with children? 8
5. Did the workshop live up to your expectations? 8

APPENDIX II

PROPOSED SCHEDULE FOR MRS. BARMAN'S WORKSHOPS AND FOLLOW-UP SESSIONS*

Plan A

(1)	September 24	Principals' Planning Session
(2)	October 8	Intermediate Workshops (2nd Year Teachers)
(3)	October 15	Building**
(4)	October 22	Intermediate Workshop (3rd Year Teachers)
(5)	October 29	Building
(6)	November 5	Building
(7)	November 12	Building
(8)	November 19	Junior High Workshop (1st Year Teachers)
(9)	December 3	Building
(10)	December 10	Building
(11)	January 7	Junior High Workshop (2nd Year Teachers)
(12)	January 14	Building
(13)	January 21	Building
(14)	January 28	Junior High Workshop (3rd Year Teachers)
(15)	February 4	Building
(16)	February 11	Junior High Workshop (3rd Year Teachers)
(17)	February 18	Building
(18)	February 25	Building
(19)	March 4	Primary Workshops (1st Year Teachers)
(20)	March 11	Building
(21)	March 18	Building
(22)	March 25	Primary Workshops (2nd Year Teachers)
(23)	April 1	Building
(24)	April 8	Building
(25)	April 15	Primary Workshop (3rd Year Teachers)
(26)	April 29	Building
(27)	May 6	Primary Workshop (3rd Year Teachers)
(28)	May 13	Building
(29)	May 20	Building
(30)	May 27	Principals' Evaluation Session

*Follow-up sessions are to be used to work with workshop participants and teachers not necessarily connected with beginning teacher project.

**Building days are to be used for follow-up of workshops and work in various buildings in the district. These days can be either scheduled or can be at the request of building principals.